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BOOK 10



Tommy Goes to a Yard Sale



Tommy Tales

Guide for Teachers and Parents

Book 10: Tommy Goes to a Yard Sale

This is the tenth in the *Ewe Books* series of illustrated books available on the **Learning Page** Web site for downloading and printing FREE of charge. A new book in this series will be "published" every month. *Tommy Goes to a Yard Sale* is the first of a three-part story.

The books are written to a second or third grade reading level, but pre-kindergarten to first graders will also love having the stories read to them.

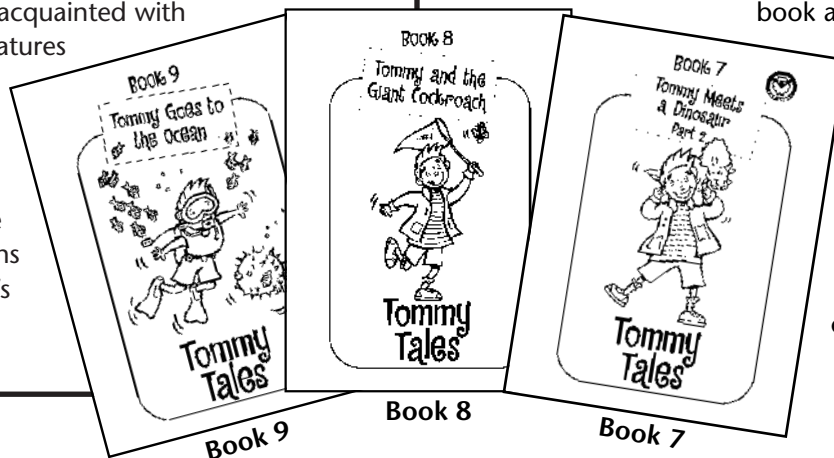
Introduction

If possible, make enough copies of the book for each member of the class or group. See pages 2 and 3 of the Teacher's Guide for Book 1, *The School Lunch Room*, for directions on how to make the book. If you download and copy the pages in advance, the students can assemble the pages and tape or staple them together. Before starting the reading, have students color the covers of the books in any way they choose. While coloring, initiate a discussion on what the title could mean and what the next adventure might be.

Before starting to read *Tommy Goes to a Yard Sale*, share with the class that this book is another in a series and that this story is part of a much longer one.

THE STORY SO FAR . . .

Tommy, his sister Sam, their friends, Taffy the dog, and Bongo the monkey have just come back from a scuba diving adventure, thanks to RK-5, their robot friend from outer space. They became acquainted with a wide variety of ocean creatures and almost had a run-in with a shark. They were rescued by a giant octopus and a school of dolphins. Each story adventure in the **Tommy Tales** series happens in response to the children's curiosity about the world in which they live.



Planning with Ewe Books

As you are beginning your planning for the year, depend on the Learning Page and this delightful serial story to add variety and fun to your reading routines. One new

book a month, and all accompanying teachers' materials and **Fun Sheets**, supplement your other classroom activities and curricula.

Preparing for Reading

Before the first reading of the story, ask students to share experiences they may have of yard sales, and in particular anything special they may have found at a yard sale. Tell them you are going to be reading a story about Tommy and his friends and an adventure that begins at a yard sale.

After the first reading, consider asking questions such as these: "Is this adventure like anything that has ever happened to you? Have you or a family member ever bought something that turned into a big adventure? Is the children's adventure a realistic one? Which events could be real and which ones could be made up?"

Reading Guide

You may structure the reading time for this story in many ways.

1. You could read it aloud, all the way through, with the entire class on the rug during your regular story time. Then, review the story spread by spread and begin implementing the various objectives and **Fun Sheets**.
2. After reading aloud the first two pages, you could stop and begin questioning for comprehension and work on some of the **Fun Sheets** and activities cited in this section. Proceed to the second two pages, and so on.
3. After reading the story all the way through, go around the class or group and have each student read a page, noting any difficult words to work on later.

Opening Lesson

Introduce the book by showing the cover and saying the title clearly: *Tommy Goes to a Yard Sale*. You could also write it on the board. Read the first two pages of the story, then discuss the following questions.

1. What are some key elements that students remember about the previous **Tommy Tales** stories? Which story was their favorite so far? Which character?
2. Ask students what they can predict about the story from what you have read on these first two pages. Write their ideas on the board.

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One sunny morning, Tommy and his friends were walking to the park.

"Look!" said Tommy. "Mrs. Thatch is having a yard sale. Let's see what she has to sell."

"Hello, kids," said Mrs. Thatch. "I'm moving to the other side of town next week. I'm going to live with my grandson and his family. I can't take everything with me, so I have lots of interesting things to sell."



Readers' A to Zs

This adventure in the **Tommy Tales** series takes off when the children find an island treasure map at a yard sale. Several teaching activities connected to this book relate to maps. Readers can practice letters by thinking of geographical place names that begin with each letter of the alphabet. They can use places close to home, such as cities near where they live, or states, provinces, or regions in their country. Students can learn about the bigger world by looking at a globe or world map and finding country names from around the world (*Australia, Bolivia, Canada, Denmark, Ethiopia, France, Gambia, Haiti, India, Japan, Kazakhstan, Lebanon, Morocco, Norway, Oman, Portugal, Qatar, Russia, Spain, Tunisia, Uganda, Venezuela, Wales, Yemen, Zimbabwe*). Students with a passion for geography can use this exercise to learn the names of cities, lakes, and rivers around the world.

The five friends spent a lot of time looking through the boxes that were stacked in the yard. There were old toys that once belonged to Mrs. Thatch's children. There were boxes of jewelry. There were hundreds of old books. There were boxes of old photographs and postcards.



Art Activity—Collage

Mrs. Thatch had many old photographs at her yard sale. Ask students to bring in photocopies of one or more photographs that have special meaning for them. The photos can be of people, animals, or places. Offer students the option of using this exercise to honor a person, pet, or place no longer in their life, whether because of death, a move, or another change in their lives.

You can supply, or ask students to bring, other materials for the collage, including magazines to cut up, beads, feathers, sequins, wrapping paper, tissue paper, seashells, and costume jewelry. Be sure to bring a good supply of gluesticks.

When students complete their collage, have them share it with the class and tell something about it. Students who create a collage to honor someone no longer in their life may choose not to share with the group. Providing them with an opportunity to express emotions through art can be deeply healing; no public presentation is necessary if they are not comfortable doing so.

<http://www.learningpage.com>

Getting Older

Mrs. Thatch is going to live with her grandson on the other side of town. This aspect of *Tommy Goes to a Yard Sale* is an opportunity to discuss the topic of people getting older and requiring help to take care of their daily needs. Ask students if any of them have a grandparent or another older relative living with them. Ask them to share their experiences with the class. Then ask whether they have older relatives who have had to leave their homes and move to an assisted care facility.

Ask students for their ideas on why someone might move in with relatives or go to an assisted care facility. Some ideas to include:

- when a physical or mental condition requires the person to have assistance, such as in preparing meals, moving around safely, or making wise day-to-day decisions. These kinds of situations occur most frequently as people age, but an illness or accident at any age can cause disability and necessitate a change in residence and lifestyle.
- when someone's limited income does not cover their expenses
- when a person who prefers companionship is left alone by the death of a spouse

Extension Here are some activities that can help students value the older people in their lives:

- Have each student think of an older person they know and share several qualities they enjoy about that person.
- Have each student interview an older person to find out what jobs and hobbies they've had in their lives that have been enjoyable. Have them report back to the class. Encourage students to see older people as having rich, full lives.
- Interviews can also include these questions: *What's the most fun you have had in your life? What brings you joy in your life now? What has been the biggest change in the world since you were a child?*
- If any students in your class have never been around an older relative or friend, give them the assignment of meeting someone. Perhaps they can spend an afternoon at the home of a friend who lives with a grandparent. Exchanges between the generations can be richly rewarding for all.

Yard Sale Adventures

Ask students if they've ever been to a yard sale. Tell them about the basic operating principle of yard sales (and possessions in general): *One person's junk is another person's treasure*. The seller can't wait to get rid of his or her junk, and the buyers find just what they're looking for (and even pay for it!).

Ask students why they think people have yard sales. Possible answers include:

- **To make money**—The economic situation of many people is such that every penny counts and every dollar needs to be stretched to the limit. Selling whatever possessions are not absolutely necessary can provide cash for paying a bill, buying food, or covering an unexpected expense.
- **To prepare for a move**—The less stuff to move, the easier the move will be, especially if the person or family is moving to a smaller home with less storage space.
- **To simplify their lives**—Many people find clutter and accumulated possessions to be burdensome and relish the opportunity to make money while ridding themselves of unneeded items.

Then ask students why they think people go to yard sales. Some ideas include:

- **To find what they need for less money**—It's often easy to find perfectly serviceable items for much less money at a yard sale. Many people enjoy the opportunity to find ways to meet their needs that are both creative and economical.
- **Just for the fun of it**—Many people enjoy spending a morning chatting with other folks and looking at stuff to buy. Yard sales can be an opportunity to relax.

Reuse and Recycle

For many people, buying at yard sales is part of a commitment to using things that already exist rather than buying new possessions. Buying new items feeds the market, which uses up the planet's resources at a much faster rate than if people use what others no longer need. Whether people use this approach as part of "voluntary simplicity" (a movement to counteract excessive acquiring of material possessions) or "involuntary simplicity" (economic necessity), students should be aware of the impact on the planet.



Sam found a medallion on a chain. There was a head of a pretty woman on one side and an old sailing ship on the other. Mrs. Thatch said she wanted \$2.00 for the medallion. Sam only had \$1.75, so Mrs. Thatch reduced the price so that Sam could buy it.

More on Reusing and Recycling

If your students live in an atmosphere of economic comfort, you might want to use this **Tommy Tales** story to increase their awareness of recycling unneeded possessions.

On a Friday, give students a weekend assignment to look at their toys and other possessions and come up with two or more things still in good condition that they no longer use or need, or would be comfortable parting with. Students can ask family members to do the same. Then, depending on your situation, consider having a rummage sale or starting a school store where items can be sold for a small amount. The money raised can be used for a field trip or a teaching aid (such as a new globe), or can be donated to a charity. Another option is to collect toys and donate them directly to a social service agency that will distribute them to children in need.

Lucy was looking through the books. She came across a very old, dusty book. The front cover was held on by tape.



These words from the story may be new or unfamiliar to students, or might present a spelling challenge. Use them for a spelling test to be given sometime after you have introduced the story.

1. stacked (p. 3)
2. jewelry (p. 3)
3. photographs (p. 3)
4. medallion (p. 4)
5. flashlight (p. 5)
6. Caribbean (p. 6)
7. Jamaica (p. 6)
8. binoculars (p. 7)
9. perfectly (p. 7)
10. purchases (p. 8)
11. treasure (p. 10)
12. opinion (p. 11)
13. genuine (p. 11)
14. dangerous (p. 11)
15. island (p. 12)
16. crystal (p. 13)
17. discover (p. 14)



Write the words on the board, and have students copy them onto a piece of paper. Then, using dictionaries or on line, have them write a definition for each word. Remind students to reread the sentences in the story where the words appear to make sure they choose and write the correct definition.

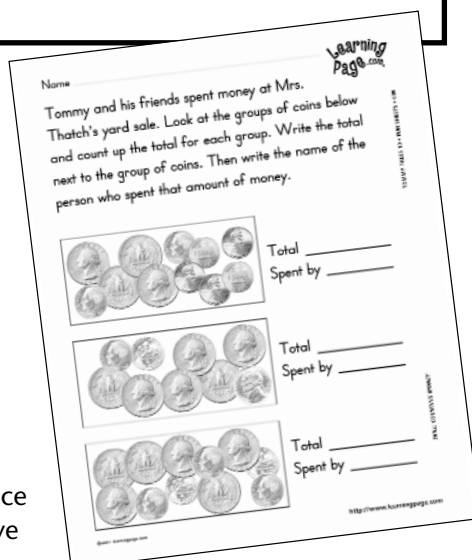
At a later time, have students read the definitions they chose for each word. Then have them write a sentence using each word.

Use **Fun Sheet 010** for practice with syllables.

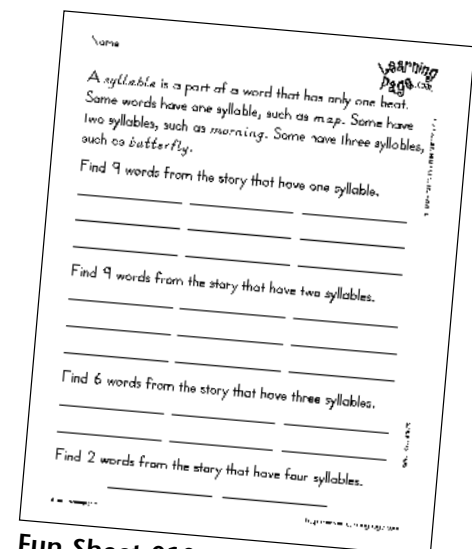
Counting Money

Fun Sheet 009 provides students with practice in counting coins. They count out the amounts that Sam, Lucy, and Andy each pay Mrs. Thatch for their yard sale purchases.

Counting money is an important skill for children to learn. You can provide them with additional practice by setting up a make-believe toll booth. Use real coins or color-coded paper vouchers in amounts equivalent to coins. Have them take turns collecting and paying the toll.



Fun Sheet 009



Fun Sheet 010

Caribbean Sea

The Caribbean is a tropical sea, an arm of the Atlantic Ocean located off the coast of Central America (see map below).

The Caribbean's water is clear, warm, and less salty than the Atlantic Ocean. Volcanic activity and earthquakes are common in the Caribbean, as are destructive hurricanes that originate over the sea or in the Atlantic.

Jamaica

Jamaica is considered by many to be one of the most beautiful islands in the Caribbean, as well as its cultural capital. The island's many Spanish, French, and English placenames are remnants of its colonial history; the great majority of its people are descendants of African slaves brought in by European colonists. Jamaica became independent from the United Kingdom in 1962 but remains a member of the British Commonwealth.

While English is the official language, Jamaican Creole is also widely spoken. Ethnic diversity has given Jamaica a rich and multifaceted culture. Jamaica's pop music, reggae, has become known all over the world, made famous by the legendary Bob Marley.

Where Are Your Relatives from?

In *Tommy Goes to a Yard Sale*, we learn that Lucy's granddad is from Jamaica. Students may remember creating a family map as part of the teaching activities from Book 9 in the *Tommy Tales* series, *Tommy Goes to the Ocean*. You can build on this idea by creating a **Culture Day Celebration** with your class. Begin with a map of the world on which you place removable tags to represent each cultural link of a class member. The links can go back many generations; for example, a family that has lived in the United States for generations may have originally come from Russia.

Once you have established the range of cultural roots represented in your classroom, have students research their backgrounds (in a library, on line, or with family members) and create short presentations for the class. The presentations might include recorded music, photographs of typical clothing in their country, food samples, examples of the language, and information about climate, natural features, landmarks, and history.

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"I must buy this book!" shouted Lucy.

"The title is *The Islands of the Caribbean*."

My granddad was born in Jamaica, one of the Caribbean Islands. I can give it to him for his birthday." She bought the book for \$2.00.



Within half an hour, all the children had bought something from Mrs. Thatch. Tommy had a pair of binoculars, which were very old but worked perfectly. Kim bought a butterfly net and a colorful beach pail and shovel.



Things We Look through

Tommy bought a pair of binoculars at the yard sale. Ask students to brainstorm about all the things we can look through to change our vision. Then ask them if they know *how* each thing changes our vision and what they may expect to see if they look through each one.

You may want to include the following in your discussion:

- **binoculars**—an optical instrument with two lenses that magnifies far-away things such as birds in a nest or rock formations in the Grand Canyon
- **telescope**—an optical instrument with one lens that magnifies distant objects. In modern times telescopes are used to look at objects *very far away*, such as planets and the moon. Centuries ago, smaller telescopes were used in much the same way that binoculars are used today.
- **microscope**—an optical instrument for inspecting objects too small to be seen, or too small to be seen distinctly and in detail, with the naked eye, such as blood cells or mosquito anatomy
- **magnifying glass**—a lens that produces an enlarged image of an object; for looking at things such as rocks, skin, and flowers, as well as for easier reading of small print
- **periscope**—an optical instrument for viewing objects that are in an obstructed field of vision (not a straight line); used on submarines to see above the water
- **kaleidoscope**—a tube with mirrors that holds colored or textured particles (glass, beads, etc.) which, when rotated, breaks up the images into continually changing symmetrical forms
- **prism**—a transparent, solid piece of glass, often with a triangular base, that breaks up light into a spectrum (rainbow colors)

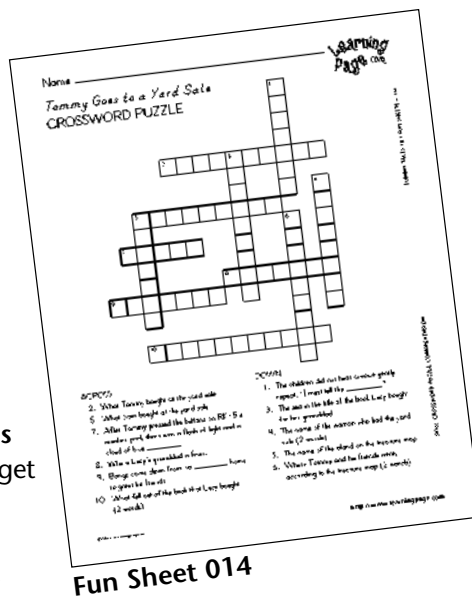
Also, be sure students remember to mention mirrors, corrective vision eyeglasses, contact lenses, and sunglasses, as well as the lenses in our eyes, which focus light rays as they enter our field of vision.

You may also want to discuss with students how cameras not only capture what we see, but also can capture an altered image through the use of colored filters and settings that enhance or diminish certain qualities of light.

Crossword Puzzle

Fun Sheet 014 tests students' knowledge of facts in *Tommy Goes to a Yard Sale*.

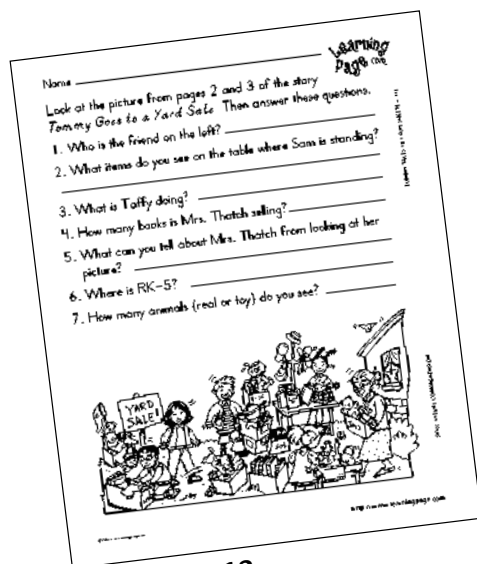
Students who have a passion for words and crossword puzzles might enjoy creating a crossword puzzle of their own, using other facts from this story or from other *Tommy Tales* stories. You can help them get started by providing graph paper and suggesting that they begin with a word list.



Using the Illustrations

Students can exercise a different aspect of their intelligence by looking at the story illustrations separate from the text and focusing on visual input. Enlarge several of the illustrations without the text, and ask students to do one of the following:

- Choose their favorite illustration and write a short paragraph describing what is happening in the picture.
- Have students look at the illustration on pages 2 and 3 and list all the items Mrs. Thatch is selling at her yard sale. (There are *many* more items than are listed in the text.) Students can also use **Fun Sheet 012** to look closely at this illustration and answer questions about it.
- Ask students to choose several of the illustrations and make a list of words to describe how the characters are feeling, based on facial expressions and gestures.
- Write captions for several of the illustrations, based on actual events in the story. Explain that a caption is a short explanatory comment accompanying an illustration.
- Show students the illustration on pages 14 and 15. Ask them to imagine what might happen next in the story. Ask them to draw a picture of what they imagine will happen.



Fun Sheet 012

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Even though they had spent all their money, the friends were very happy with their purchases. They said, "Thank you" and "Goodbye" to Mrs. Thatch and ran to the park.

When they reached the park, they sat on their favorite big, blue bench. Bongo climbed down from his treetop home to greet them.

"I can see Bongo's house with my binoculars," said Tommy.



Midway Comprehension Check

Pages 8-9

- How did this adventure start? Who first got the idea to go to the yard sale?
- Why was Mrs. Thatch having a yard sale? Why did she need to get rid of so many belongings?
- Why was Sam able to buy the medallion, even though she didn't have enough money for it?
- Why was Lucy so excited to find the book *The Islands of the Caribbean*?
- What did each of the children buy at the yard sale?
- What fell out of Lucy's book? What do students think might happen as a result of finding it?

Lucy opened her book to read about Jamaica.

"Hey! Something just fell out of your book," said Kim.

Andy picked it up. It was an old, folded-up piece of paper. When they unfolded it they found a map drawn on the faded paper.



Fun with Mapmaking

Students may think of maps as something found in a book or on the Internet. Encourage them to learn mapmaking for themselves; the skill will help teach them about drawing, scale, spatial location, and direction. Assign one of these projects:

- Have students draw a map of a room in their house. Remind them to include both wall features such as windows and doors, and objects in the room such as furniture and rugs. Have them color their map to accurately represent the room.
- Have students draw a map of their back yard, including a garden if they have one. This project will particularly appeal to students who prefer to draw the natural world (including trees and other plants) or play areas such as a basketball hoop or a favorite place to play catch.

The Wonderful World of Maps

A map is a representation of something that exists in physical space. Ask students to name different kinds of maps. They may be familiar with political maps (maps that show political divisions by country and state or region) and road maps, which show roads and can help with navigation on car trips. Other kinds of maps you can introduce students to include:

- **Street maps**—show actual streets in a city or town. A driver or pedestrian can count streets and watch for landmarks to navigate accurately.
- **Bus route maps**—show the city streets where buses run and list the names of bus routes; also indicate places to switch buses if one bus doesn't go all the way to a destination.
- **Trail maps**—show walking or hiking trails in areas such as a park or nature preserve.
- **Air route maps**—show where a particular airline flies (often found in the back of in-flight magazines)
- **Physical geography maps**—show the location of oceans and land, as well as features such as mountain ranges, lakes, and rivers.
- **Topographical maps**—more close-up version of physical geography maps that show land features including elevation changes; these maps use contour lines, concentric circles that denote elevation changes.
- **Climate maps**—show temperature, cloud cover, rainfall, and changes in barometric pressure, as well as other features such as location of hurricanes and tornados.
- **Historical maps**—show where political boundaries existed long ago (for example, the Roman empire).
- **Sky maps**—show the relative placement of constellations and other celestial features.
- **Species distribution maps**—show the region where a particular species of animal or plant lives.
- **Population maps**—show human population densities for countries, counties, or cities.
- **Archaeological maps**—show the location of artifacts and landforms found at archaeological sites.

Careers in Mapmaking

Cartography is the art and science of graphically representing a geographical area, usually on a flat surface such as a map or chart. In addition to the geographical area, cartographers may add political, cultural, or other information to the drawing.

Cartography dates from the prehistoric depiction of hunting and fishing territories. Cartography has changed over the centuries as our conception of the world has evolved. Maps produced during the Middle Ages showed only three continents—Europe, Asia, and Africa. The discovery of the New World led to a revolution in cartography.

Cartographers draw maps either by hand or using computer illustration. Modern cartography relies heavily on aerial photographs as the base for a map. Satellite photography has made possible the mapping of features of the Moon and of several planets.

Cartography is a team effort; many kinds of workers and equipment help to create maps.

Teach students the following map-related terms:

- **latitude**—the distance north or south from the equator of a point on the Earth's surface (measured by the horizontal lines on a map)
- **longitude**—the distance east or west of a point on the Earth's surface from the prime meridian of Greenwich, England (measured by the vertical lines on a map)
- **parallel**—a circle of the Earth parallel to the equator (0° latitude); shows latitude
- **meridian**—a circle of the Earth passing through the poles and any other point on the Earth's surface; shows longitude
- **elevation**—altitude (height) above sea level or ground level
- **distance**—the amount of space between two things or places

Extension Display a map of the world. Give each student the name of a location (for example, Cairo, Egypt), and have him or her learn how to estimate the longitude and latitude for that location. You can add to the exercise by asking students to name two other places in the world with similar latitude, then two other places with similar longitude.

10

"Do you know what this is?" asked Tommy.

"It's a map showing where treasure is buried!"

"But it's only half a map. It's been torn down the middle. I don't think it's real," said Andy.

"What do you think, RK-5? Is this a real treasure map?" asked Tommy.

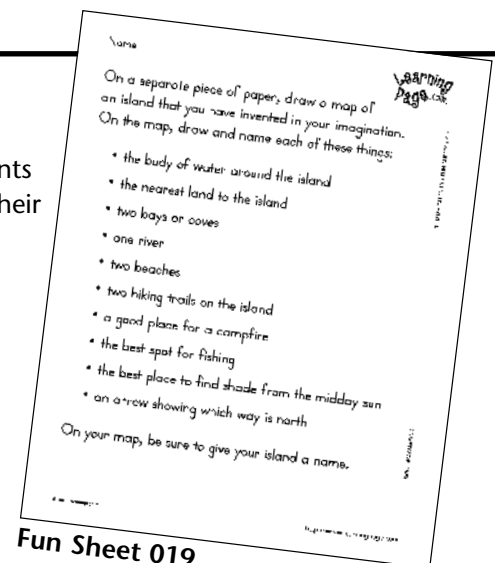
RK-5 studied the map. His eyes scanned it from top to bottom.



Invent an Island

Fun Sheet 019 gives students the opportunity to invent their own island purely from imagination. In addition to coming up with the shape of the island, students are asked to draw and invent names for beaches, bays, hiking trails, and more.

After students have invented their island and named it, ask them to write a few paragraphs about their island. Is it inhabited? If so, by whom? What kinds of plants and animals live there? What kind of climate does it have? What kinds of adventures happen there?



The children cheered loudly.

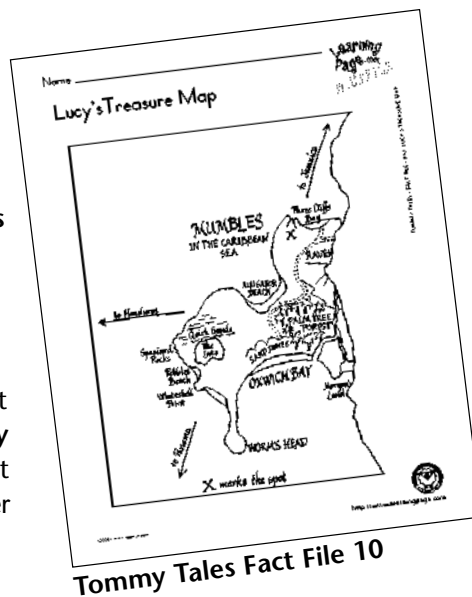
"Oh no," said Kim. "That would be much too dangerous."

"Don't worry," said Sam. "We must find that treasure. Can you take us there, RK-5?"

The Treasure Map

Students will enjoy having their own copy of the treasure map that fell out of Lucy's book. You can find it by going to the **Tommy Tales Fact Files** and downloading **Fact File 10, Lucy's Treasure Map**. Students may enjoy coloring the map.

You can spark curiosity about future segments of this **Tommy Tales** adventure by hinting that students will soon see the other half of the treasure map!



A treasure map fell out of the book that Lucy bought at Mrs. Thatch's yard sale. Ask students what kinds of treasures they know about. Treasure maps often lead to gold or another form of money. This can include lost treasure from sunken ships or the proverbial pot of gold at the end of the rainbow.

The word “treasure” can also refer to any kind of material possession that is considered a treasure. Collectibles may include such things as stamps, coins, antiques, or porcelain figures.

“Treasure” may also mean anything at all that is special to someone: a gift from a beloved friend or relative, a perfect seashell from the ocean, a beautiful rock from a memorable vacation, a photograph of someone special. It also might be something that once belonged to someone who has died.

Extension Treasures can also be treasures in the mind, things that fascinate a person, even if there is no apparent reason for it. Let students know that we all have treasure maps we carry inside us. The things that fascinate us in life can function like treasure maps, leading us to new places and experiences that teach us and help us expand and enrich our lives.

Ask students to think about the treasures and treasure maps in their mind. Ask what they love and what fascinates them in life. Have them make a list of at least ten things in life that they love. You can help them make their lists by introducing them to the idea of categories. These might include animals (what kind?), plants (what kind?), sports, performing arts, listening to music, nature settings, travel, and more.

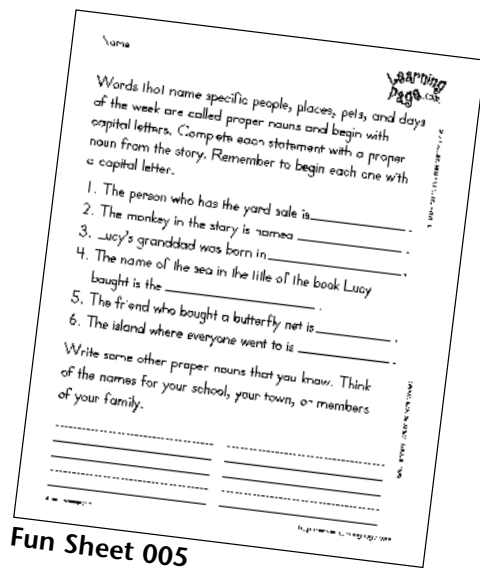
After students have made their lists of mental treasures, ask them to share where one of those things has led them so far in their life (perhaps to a zoo, aquarium, or library to learn more). Then ask where they would like that treasure to lead them at some point in the future (perhaps to see a particular animal in the wild). Nourishing the interests and dreams of children helps them to grow and to develop their natural abilities and passions.

Language Skills

Many of the **Fun Sheets** associated with this **Tommy Tales** story are designed to strengthen students' language skills.

- **Fun Sheet 005** for practice with proper nouns
- **Fun Sheet 007** for practice writing and punctuating dialogue
- **Fun Sheet 011** for practice with verbs
- **Fun Sheet 017** for practice with rhyming
- **Fun Sheet 018** for practice with possessives
- **Fun Sheet 020** for practice with alliteration

See the next page of this **Teacher's Guide** for another alliteration activity.



Fun Sheet 005



Fun Sheet 011

12

RK-5 looked at the map again and said, "The island is called Mumbles. Yes, I can take you there."

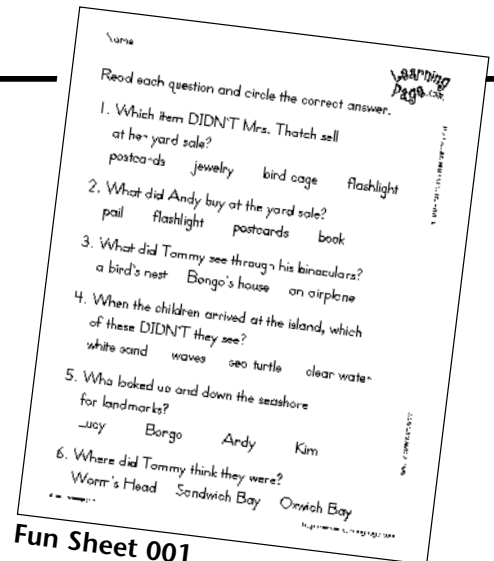
RK-5 told Tommy which buttons to press on his number pad. Tommy quickly pressed the numbers. There was a flash of light and a cloud of blue smoke. When the smoke cleared, the park was empty. Everyone had been transported to the Caribbean island of Mumbles.



Comprehension

There are several **Fun Sheets** with questioning strategies to aid students' understanding of **Tommy Goes to a Yard Sale**.

Fun Sheets 001, 002, and 008 will get students started on testing their comprehension of the story. After assessing their answers, reread the story as needed to clarify what students don't understand. **Fun Sheet 004** gives students the opportunity to combine story facts with imagination.



Fun Sheet 001



The children found themselves under a palm tree, sitting on soft white sand. They were on a beautiful beach. They could see the crystal clear water of the Caribbean Sea in front of them. The waves were gently breaking on the shore.

Alliteration Revisited

You may remember an alliteration exercise in the teaching activities from the last **Tommy Tales** story. Alliteration is a literary device that uses repetition of an initial consonant sound. Students might enjoy another alliteration exercise; this one is more of a group activity.

Have the class brainstorm to create a list of verbs—one or two for each letter of the alphabet. Then as a class, create a list of nouns, then a list of adjectives, then a list of proper nouns for each alphabet letter.

Have each student create a sentence using as many words as possible for a particular letter (even if they're not on the list). The sentences can be as nonsensical as students wish, as long as they use parts of speech correctly. Be sure to explain that they can alter words to make them plural or possessive, or change verb forms as needed to create their sentences. You may also allow students to change one part of speech to another (for example, *fog* to *foggy*), but be sure they are able to identify the new part of speech. Ask each student to read his or her sentence to the entire class. Students (and teachers!) will get a good laugh from many of the sentences that get created.

Sample Sentences

The dark dog danced a drawing of Denmark in the dust.

Gregory's grandson greets gigantic grasshoppers in Germany.

Verbs	Nouns	Adjectives	Proper Nouns
A ask, act	antelope, artist	able, awesome	Africa, August
B believe, buy	bullfrog, baseball	blue, beautiful	Bongo, Bolivia
C cry, create	comet, captain	cold, calm	Canada, Charlie
D dance, draw	dog, dew	dark, dusty	Denmark, Danielle
E eat, escape	elephant, eagle	empty, easy	Earth, Emily
F fly, fall	fog, flute	full, funny	France, Friday
G greet, give	grasshopper, grandson	gigantic, gentle	Germany, Gregory
H hop, hunt	hippopotamus, horse	hot, humid	Houston, Hawaii
I imagine, invite	icicle, igloo	ill, invisible	Iceland, Ireland
J juggle, jostle	jackrabbit, jewelry	jagged, jumpy	July, Japan

More about Oceans

Students may remember learning ocean facts while reading Book 9 in the Tommy Tales series, *Tommy Goes to the Ocean*. The ocean theme continues to be relevant to the current story, *Tommy Goes to a Yard Sale*, and the two stories that follow. Since the children are transported by RK-5 to a Caribbean island, ocean facts and ocean fun will continue to be woven into the teaching materials.

Fun Sheet 015 helps students to locate and identify major bodies of water around the world. **Fun Sheet 016** helps students to recall ocean facts they learned from the last story, including friendly and dangerous animals. They also have an opportunity to list what they love about the ocean.

Name _____

Locate the Caribbean Sea on a map of the world in your classroom. Draw a circle around it on the map below.



Then locate the following bodies of water on a map of the world in your classroom. Write the corresponding number on the map on this page.

1. Pacific Ocean	4. Antarctic Ocean
2. Arctic Ocean	5. Indian Ocean
3. Atlantic Ocean	6. Hudson Bay

Fun Sheet 015

Name _____

Imagine that RK-5 has transported you along with Tommy and his friends to the island of Mumbles. Using your imagination and what you learned in the last Tommy Tales story, *Tommy Goes to the Ocean*, write your responses below.

Name four animals that might become your friends.

Name two animals to avoid because they are dangerous.

Name a weather event to watch out for.

Name something you might bring back as a souvenir.

Name your favorite two things about the ocean.

Fun Sheet 016

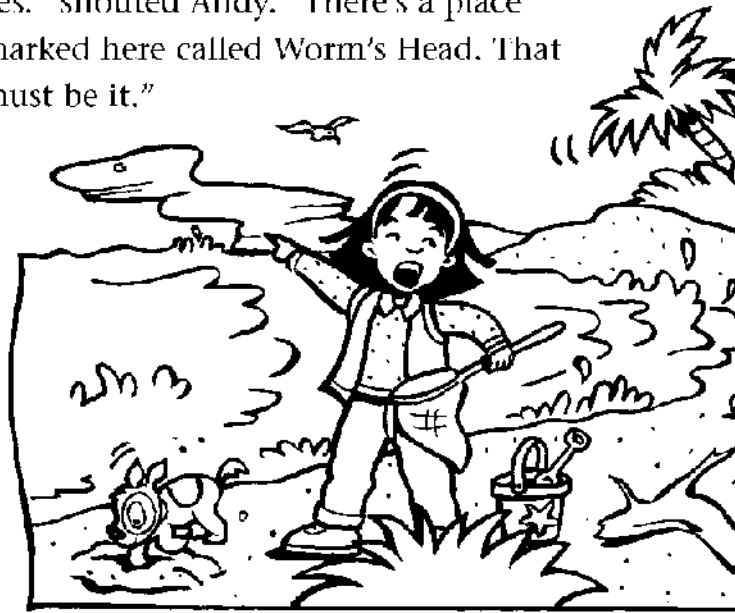
14

"Let's look at the map and see if we can discover where we are on this island," said Tommy.

While the others were studying the map, Lucy looked up and down the seashore for landmarks.

"I can see a long rock out there. It stretches way out to sea. It looks like a snake. Can you see anything like that on the map?"

"Yes!" shouted Andy. "There's a place marked here called Worm's Head. That must be it."



Write a Letter to a Tommy Tales Character

After reading *Tommy Goes to a Yard Sale*, have students write a letter to one of the characters in the story. In the letter, have them list one or more qualities they admire about the character; then have them share something about themselves. Be sure to have students follow a traditional letter-writing form, with the date, salutation line, closing, and a signature.

June 29, 2001

Dear Lucy,

I think it is nice that you got a book for your granddad. My grandma is from the Dominican Republic.

Sincerely,

George H.

"If that's Worm's Head, then we are right here at Oxwich Bay," said Tommy, pointing to a place on the map.

"The treasure is on the other side of the island," said Kim. "But it's not a very big island."

They did not notice that they were being watched from the bushes behind them. And they did not hear a voice gently repeat, "I must tell the captain, I must tell the captain, I must tell the captain."



No Easy Answers

This *Tommy Tales* story, like *Tommy Meets a Dinosaur* (Book 6), ends in the middle of an adventure. Students have to wait for the next book in order to find out what happens. Even more than Book 6, this story makes the reader wait because the substance of the adventure is just barely hinted at on the last page of the book. Also, *Tommy Goes to a Yard Sale* is the first part of a three-part adventure, so students will get another piece of the story soon, but will then have another wait before the end of the story.

Students may be familiar with having to wait if they watch television shows that end the season with a cliffhanger. Ask them what they think about having to wait. Some may be frustrated that they don't get to learn the ending right away. Others may enjoy having time to anticipate what might happen and to imagine possible resolutions to the story. Regardless of students' feelings, waiting is a fact of life; remind them of the wisdom in learning to be calm and patient about things we cannot change.

Relationships

This story, like the other stories in the *Tommy Tales* series, continues to reveal to us aspects of the children's relationships with each other. Each adventure teaches the importance of friends and family, teamwork, and staying together on adventures. These stories also encourage readers to be curious about their relationship with the natural world and to appreciate the rich diversity of life that exists on our planet. As a way of wrapping up this story, ask students to share a lesson that this *Tommy Tales* adventure has taught them that they can use in their everyday life.

Feedback

Remind students that this is the tenth book in a series, and that there will be a new one each month. Ask "How do you like it so far?"

Ask them to write a critical book review of this story or of the series so far. Reviews can be in the form of a written essay, a poster, or a drawing. E-mail your reviews to editor1@learningpage.com for possible inclusion in future Teaching Guides.

Conclusion

Ask students for their feelings and thoughts about this story. Because *Tommy Goes to a Yard Sale* is to be continued, students will naturally be curious and enthusiastic to see what happens next in this *Tommy Tales* adventure. As RK-5 continues to transport Tommy and his friends to new places, readers' knowledge and understanding of the world around them continues to grow.

When the work with *Tommy Goes to a Yard Sale* is completed, keep all the books together in a storage box to be used again during the next school year or with the next group. Or students can be encouraged to take the books home to share with their families and have for their own libraries.

